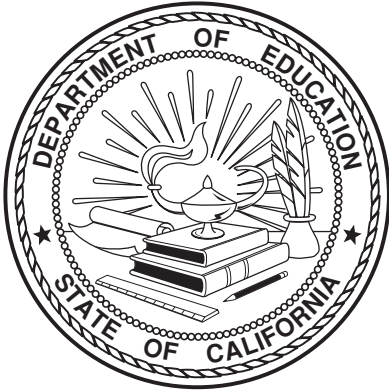


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# California English Language Development Test (CELDT)

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## Reporting 2005–06 Results

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### Media Briefing

February 2006

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Prepared by the  
California Department of Education

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# Questions and Answers About the California English Language Development Test (CELDT)

***What is the California English Language Development Test (CELDT)?***

State law (*Education Code* sections 313, 60810, and 60810) and federal law (No Child Left Behind, Title III Act of 2001) require that school districts administer a state test of English language proficiency (1) to newly enrolled students whose primary language is not English and (2) to English learners as an annual assessment. For California public school students, this test is the California English Language Development Test (CELDT).

***What is the history of the CELDT?***

The CELDT was first administered in 2001. At that time a majority of the test questions and format were taken from a commercially available test, the Language Assessment Scales (LAS). Over the next three years the LAS questions were replaced with test questions specifically developed for the CELDT and based on the English Language Development (ELD) Standards approved by the State Board of Education.

Changes were made to the design of the CELDT since 2001 in order to ease the burden of testing, while maintaining acceptable levels of reliability and validity. The Listening and Speaking section of CELDT, originally administered as a single, integrated test section, is now administered as separate subsections, one for Listening and one for Speaking. The Listening and Speaking section of the CELDT, originally administered one-on-one as a single, integrated test section, is now administered as separate subsections, one for Listening and one for Speaking. The Speaking portion is individually administered, but the Listening test is administered to groups of older examinees and individually to younger examinees who need one-on-one test administration. The selected-response items are group-administered, and there is a brief, individually administered section. The original Story Retelling section of CELDT has been replaced with three different types of constructed-response items. The Reading and Writing sections of CELDT have also changed, though not as substantially as Listening and Speaking. The Reading test has been shortened, and samples and stop signs have

been changed. The stop signs allow the examiner to stop testing when it becomes clear that the examinee can no longer respond meaningfully to the questions. The original CELDT Writing test had a “Writing a Story/Essay” item, and the new CELDT Writing test has a short composition item. In addition, a vertical scale for reporting CELDT results, is being constructed that will improve or facilitate comparison of results among different CELDT grade spans.

The California English Language Development Test (CELDT) preceded the Title III school district accountability requirements in the No Child Left Behind (NCLB) Act of 2001. The more recent federal requirements require reporting of additional scores for Listening, Speaking, and Comprehension and Reading and Writing for students in Kindergarten and Grade 1.

***What is the purpose of the CELDT?***

The purpose of this test is to:

- Identify new students in kindergarten through grade twelve who are English learners
- Determine each English learner’s level of English language proficiency
- Annually assess the progress of English learners toward acquiring listening, speaking, reading, and writing skills in English

***Who must take the CELDT?***

All students whose primary language is not English must take the CELDT within 30 calendar days after they are enrolled in a California public school for the first time to determine if they are English learners. The CELDT also must be given once each year to English learners until they are reclassified to fluent English proficient (RFEP).

***Who is an English learner?***

An English learner is a student with a primary language other than English who is not yet proficient in English.

***Do English learners with disabilities take the CELDT?***

Yes. All English learners must take the CELDT. Students with disabilities who participate in the CELDT may use accommodations, modifications, and/or alternate assessments as specified in their Individualized Education Program (IEP) or 504 plans. (See the “Test Variations Matrix” [revised January 2006] on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/tg/el/resources.asp>).

***What does the CELDT assess?***

The CELDT assesses listening and speaking skills for students in kindergarten and grade one. The test for students in grades two through twelve assesses listening, speaking, reading, and writing skills. The CELDT at all grade levels is aligned to the English language development (ELD) standards adopted by the State Board of Education (SBE).

***Who decides what items will be on the CELDT?***

Content review committees are convened to review proposed test items as they are developed. The committees are composed of educators from a variety of school districts (including teachers from every grade span), resource teachers, and site and central office administrators. Bias and sensitivity review panels also examine the items. These panels are composed of parents, community members, and educators representing a variety of language and cultural backgrounds.

***Who gives the CELDT?***

Only trained examiners who are proficient in English administer the CELDT.

***How long does it take for students to complete the CELDT?***

The CELDT is an untimed test. The speaking part of the test is administered individually and takes about ten minutes for each student to complete. The listening, reading, and writing parts are administered as a group and take about two hours to complete.

***How are the CELDT results reported for individual students?***

The CELDT report for each student provides a proficiency level for each skill area tested and the student's overall English proficiency level. There are five levels of English proficiency that a student can attain: beginning, early intermediate, intermediate, early advanced, and advanced.

***What do the terms "raw score," "scale score," and "cut point" mean within the context of reporting the CELDT results?***

For CELDT, a raw score is the number of items answered correctly. Raw scores may not be used to compare results.

Scale scores are derived from raw scores into a specified numerical range. Unlike raw scores, scale scores permit the direct comparison of test results from one administration of a test to another.

A cut point is the scale score needed to reach a specified proficiency level.

***How are the proficiency levels for each skill area determined?***

The charts on pages 5 and 6 show the scale scores for identifying a student's proficiency level for the skill areas tested and the overall English proficiency level.

***How is the overall proficiency level determined?***

The SBE in 2001 established the cut points that identify the proficiency levels achieved. The cut points are different for each grade span tested.

Students are assigned a proficiency level for each skill area tested, based on their scale scores. The overall scale score is derived from combining the skill-area scale scores as follows: 50 percent, listening and speaking; 25 percent, reading; and 25 percent, writing. Students in kindergarten and grade one are assessed only in listening and speaking, and their scale scores are not combined.

***How are results of the CELDT used?***

Initial CELDT results for newly enrolled students are used to identify students as English learners who need to develop their skills in listening, speaking, reading, and writing in English. Annual CELDT results are used to see how well English learners are acquiring English and if they are ready to be reclassified to RFEP.

***Who sees the CELDT results for individual students?***

Only authorized school personnel, the student, and parents or guardians see individual CELDT results.

***How do school districts identify students as English learners or as fluent English proficient from initial CELDT results?***

The SBE established criteria, based on CELDT results, to determine English language proficiency. According to the criteria, students who score at least at the early advanced proficiency level overall without any skill area below the intermediate proficiency level should be identified as initial fluent English proficient (IFEP). Students who do not meet this criteria are identified as English learners.

***How do school districts use CELDT results for reclassifying English learners to RFEP?***

School districts use individual CELDT results as one criterion for considering the reclassification of English learners to RFEP. Additional measures to be considered include performance on the California Standards Test (CST) in English-language arts, teacher evaluation, and parent or guardian opinion and consultation. The *Guidelines for Reclassification of English Learners*

***How can the media obtain CELDT results for the annual 2005–06 administration?***

document, approved by the SBE, is on the CDE Web site at <http://www.cde.ca.gov/ta/tg/el> under Resources, Communications Assistance Packet for School Districts/Schools.

The 2005–06 annual CELDT results for schools, school districts, counties, and the state will be posted on the CDE Web site at <http://celdt.cde.ca.gov> on February 15, 2006.

# Reporting CELDT Results

## Initial/Annual Scale Score Cut Points

### CELDT Listening and Speaking Proficiency Levels

	<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
<b>Kindergarten</b>	220 – 409	410 – 457	458 – 505	506 – 553	554 – 710
<b>Grade One</b>	220 – 423	424 – 470	471 – 516	517 – 563	564 – 710
<b>Grade Two</b>	220 – 453	454 – 494	495 – 535	536 – 576	577 – 710
<b>Grades Three–Five</b>	220 – 437	438 – 481	482 – 525	526 – 568	569 – 710
<b>Grades Six–Eight</b>	220 – 437	438 – 481	482 – 525	526 – 568	569 – 710
<b>Grades Nine–Twelve</b>	220 – 437	438 – 481	482 – 525	526 – 568	569 – 710

### CELDT Reading Proficiency Levels

	<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
<b>Grade Two</b>	340 – 437	438 – 474	475 – 510	511 – 547	548 – 630
<b>Grades Three–Five</b>	340 – 465	466 – 498	499 – 532	533 – 565	566 – 640
<b>Grades Six–Eight</b>	340 – 465	466 – 498	499 – 532	533 – 565	566 – 650
<b>Grades Nine–Twelve</b>	340 – 465	466 – 498	499 – 532	533 – 565	566 – 650

### CELDT Writing Proficiency Levels

	<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
<b>Grade Two</b>	280 – 423	424 – 468	469 – 513	514 – 558	559 – 640
<b>Grades Three–Five</b>	280 – 444	445 – 487	488 – 529	530 – 572	573 – 690
<b>Grades Six–Eight</b>	280 – 444	445 – 487	488 – 529	530 – 572	573 – 700
<b>Grades Nine–Twelve</b>	280 – 444	445 – 487	488 – 529	530 – 572	573 – 700

### CELDT Overall English Language Proficiency Levels

	<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
<b>Kindergarten</b>	220 – 409	410 – 457	458 – 505	506 – 553	554 – 710
<b>Grade One</b>	220 – 423	424 – 470	471 – 516	517 – 563	564 – 710
<b>Grade Two</b>	265 – 442	443 – 482	483 – 523	524 – 564	565 – 673
<b>Grades Three–Five</b>	265 – 446	447 – 487	488 – 528	529 – 568	569 – 688
<b>Grades Six–Eight</b>	265 – 446	447 – 487	488 – 528	529 – 568	569 – 693
<b>Grades Nine–Twelve</b>	265 – 446	447 – 487	488 – 528	529 – 568	569 – 693



### Criteria for Determining English Proficiency\*

Fluent English Proficient (FEP)	<p>Student's overall score is early advanced or higher  <b>and</b>  each skill area score</p> <ul style="list-style-type: none"> <li>• Listening and speaking (kindergarten through grade twelve)</li> <li>• Reading (grades two through twelve only)</li> <li>• Writing (grades two through twelve only)</li> </ul> <p>is intermediate or higher.</p> <p><b>Additionally, a student <u>may</u> be FEP if:</b></p> <p>Student's overall score is in the upper end of intermediate  <b>and</b></p> <ul style="list-style-type: none"> <li>• Other test scores</li> <li>• Report card grades</li> <li>• Input from parents/teachers</li> </ul> <p>are taken into consideration</p>
English Learner (EL)	<p>Student's overall score is below early advanced  <b>or</b>  Student's overall score is early advanced or higher, but one or more of the skill area scores is below intermediate.</p>

\* Approved by the State Board of Education in May 2001.

## Reporting/Public Release Dates for 2005–06 CELDT Results\*

### July 1, 2005

2005–06 CELDT testing windows for initial identification and for the annual assessment of the CELDT administration began

### October 31, 2005

Testing window for annual assessment of the CELDT administration ended

### Within 30 calendar days after receipt by school districts

Individual CELDT test results (initial and annual) reported to parents or guardians

### February 8, 2006

*Reporting 2005–06 CELDT Results: Media Briefing* posted on the CDE Web site at <http://celdt.cde.ca.gov> for media use

### February 15, 2006

2005–06 Annual CELDT results posted for schools, school districts, counties, and the state on the CDE Web site at <http://celdt.cde.ca.gov> for public release

State news release of annual 2005–06 CELDT results distributed to media, school districts, county offices of education and posted on the CDE Web site at <http://www.cde.ca.gov>

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\* This timeline includes reporting and public release dates for results of the administration of CELDT Form E only.

## Internet Posting of 2005–06 CELDT Results\*

The Internet aggregate reports will:

- Be accessible through CDE's DataQuest Web site at <http://celdt.cde.ca.gov>.
- Allow searching for results by school name.
- Display CELDT aggregate test results for the annual assessment for the state, counties, school districts, and schools for all students who took the test (initial and combined results will be posted in November 2006).
- Report scores for groups of four or more students by overall proficiency level.
- Include CELDT by grade level:
  - The number and percentage of students achieving each of the five proficiency levels (advanced, early advanced, intermediate, early intermediate, and beginning) for the following populations:
    - All students
    - Female students
    - Male students
    - English learners (ELs) in English language development (ELD) program
    - ELs in ELD and Specially Designed Academic Instruction in English (SDAIE)
    - ELs in ELD and SDAIE with primary language support
    - ELs in ELD and academic subjects through primary language
    - Other EL instructional services
    - No EL instructional services
    - Students receiving Special Education services
    - Students receiving Special Education services tested with modifications or alternate assessments

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\* See pages 10 and 11 for sample Internet reports.

Internet Posting of  
2005–06 CELDT Results

- Primary language–Spanish
  - Primary language–Vietnamese
  - Primary language–Cantonese
  - Primary language–Korean
  - Primary language–Pilipino (Tagalog)
  - Primary language–Hmong
  - Primary language–Mandarin (Putonghua)
  - Primary language–Armenian
  - Primary language–Khmer (Cambodian)
  - Primary language–Russian
  - Primary language–other
  - Primary language–not specified
  - One Year or less in a U.S. school
  - More than a year but less than four years in a U.S. school
  - More than four years in a U.S. school
- The number and percentage of students who met the CELDT criteria for English language proficiency (see page 6)




### Research File Formats

Downloadable research files will be available as:

- Fixed-length ASCII
- Comma-delimited

Instructions for accessing the 2005–06 data are on pages 12–13.

# Sample Internet Report for the CELDT

**Year:**

**State:**

**Counties:**

**Assessment:**

**SubGroup:**

**Reports:**


**CELDT Home** **Research Files**

Note: Subgroups vary by year.

		Annual Assessment - All Students													
		Number and Percent of Students at Each Overall Proficiency Level													
Grades		K	1	2	3	4	5	6	7	8	9	10	11	12	Total Tested
Overall Proficiency	Advanced	343	11,625	12,200	7,012	18,020	27,282	8,719	11,848	15,004	6,725	9,857	10,415	9,443	148,473
		5.0%	7.0%	7.0%	4.0%	12.0%	20.0%	8.0%	11.0%	16.0%	9.0%	13.0%	18.0%	21.0%	11.0%
	Early Advanced	1,320	47,064	36,407	26,965	46,369	50,606	37,506	40,301	38,824	31,289	30,782	24,678	18,962	431,063
		18.0%	28.0%	21.0%	17.0%	30.0%	37.0%	33.0%	39.0%	41.0%	40.0%	41.0%	42.0%	42.0%	32.0%
Intermediate	2,447	71,230	68,730	60,990	55,853	40,019	45,063	35,850	27,059	27,243	21,958	15,710	11,274	483,426	
	34.0%	43.0%	40.0%	38.0%	37.0%	29.0%	40.0%	34.0%	29.0%	35.0%	29.0%	27.0%	25.0%	36.0%	
	Early Intermediate	1,548	25,233	36,607	42,184	22,512	11,890	14,123	10,196	7,923	7,641	7,086	5,162	3,054	195,159
	22.0%	15.0%	22.0%	27.0%	15.0%	9.0%	13.0%	10.0%	8.0%	10.0%	10.0%	9.0%	7.0%	14.0%	
Beginning	1,526	11,050	15,871	21,443	10,190	6,702	6,753	5,842	5,242	4,702	4,795	3,157	2,360	99,633	
	21.0%	7.0%	9.0%	14.0%	7.0%	5.0%	6.0%	6.0%	6.0%	6.0%	6.0%	5.0%	5.0%	7.0%	
	Number Tested	7,184	166,202	169,815	158,594	152,934	136,479	112,164	104,037	94,052	77,600	74,478	59,122	45,093	1,357,754
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
		Skill Area Mean Scale Scores													
Listening/Speaking	447.2	502.9	539.1	505.4	528.3	544.3	520.6	526.6	531.3	519.9	524.0	529.5	533.9		
Reading			462.9	472.3	498.4	515.0	505.6	515.1	524.7	526.7	536.0	544.6	549.5		
Writing			473.3	492.9	513.7	525.1	519.9	525.1	529.8	520.2	522.5	525.6	526.1		

\*\*\* Summary data is not provided for groups of three or less.

# Sample Internet Report for the CELDT


**California English Language Development Test**  
**DRAFT Report**  
**Simulated Data**

**Year:**

**State:**

**Counties:**

**Assessment:**

**SubGroup:**

**Reports:**

Note: Subgroups vary by year.

CELDT Home Research Files

## English Proficiency Report - All Students

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12	Total Tested
# Students	1,863	58,689	38,136	26,701	56,009	70,675	44,127	50,304	52,468	37,589	40,281	34,801	28,129	539,572
% Students	23%	35%	22%	17%	37%	52%	39%	48%	56%	48%	54%	59%	62%	40%
Number tested	7,184	166,202	169,815	158,594	152,934	136,479	112,164	104,037	94,052	77,600	74,478	59,122	46,093	1,357,754

\*\*\* Summary data is not provided for groups of three or less.

[Reclassification Guidelines](#)

[Printing tips](#)

# Instructions for Importing 2005–06 Data into MS Access

## Access Database Empty Shell

### How to import comma-delimited files into the Access Database Empty Shell:

An Access Database Empty Shell is provided as a courtesy by the CDE. It is formatted so that the comma-delimited research files may be imported easily into the database using the following instructions:

1. Download the Access Database Empty Shell. **(Note that the shell is to be used with Access 2000 or a higher version.)**
2. Download the comma-delimited files that you want from the Research Files page.
3. Extract the Access Database Empty Shell to a folder (e.g., "c:\research\"). You should now have a file named "2005\_2006\_CELDT\_Data\_Shell.mdb."
4. Extract the comma-delimited file(s) you downloaded to a folder (e.g., "c:\research\").
5. Open the Access Database Empty Shell ("2005\_2006\_CELDT\_Data\_Shell.mdb") using Access 2000 or a higher version.
6. Import the comma-delimited file as follows:
  - a. From the drop-down menu, select "File."
  - b. Click "Get External Data and Import."
  - c. Select the comma-delimited file you want to import. **(Note: the comma-delimited file will have a "TXT" file extension.)**

Instructions for Importing  
2005–06 Data into Access

- d. Click “Import.”
- e. Select “Delimited” as the file type and click “Next.”
- f. Select “Comma” as the delimiter and double quotes (") as the text qualifier. Select the box indicating the “First Row Contains Field Names” and click “Next.”
- g. To store your data, select “in an existing table.” Choose “Research\_Data\_2005\_2006” from the drop-down menu and click “Next.”
- h. Click “Finish.”

7. It is recommended that you compact your database at this time. From the Tools menu, select “Database Utilities,” and then click “Compact and Repair Database.”

**Note:** The Access Database Empty Shell and instructions for its use are provided as a courtesy by CDE. Technical questions should be directed to local school district staffs.